DOCUMENT RESUME

ED 423 417 CE 077 199

TITLE	Achieving Equitable Outcomes. A Supporting Paper to Australia's National Strategy for Vocational Education and Training, 1998-2003.
INSTITUTION	Australian National Training Authority, Brisbane.
ISBN	ISBN-0-642-25400-1
PUB DATE	1998-00-00
NOTE	29p.; For related documents, see ED 420 764 and CE 077 200-201.
AVAILABLE FROM	Australian National Training Authority, GPO Box 3120, Brisbane, Queensland 4001, Australia; http://www.anta.gov.au
PUB TYPE	Opinion Papers (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Cultural Differences; *Educational Change; Educational Discrimination; Educational Needs; Educational Opportunities; *Educational Policy; *Equal Education; Foreign Countries; *Job Training; Minority Groups; *Needs Assessment; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS	*Australia

ABSTRACT

This paper is one of five supporting papers to "A Bridge to the Future: Australia's National Strategy for VET 1998-2003" (ED 420 764). Although some equity client groups in Australia are now relatively well represented in vocational education and training (VET), patterns of enrollment and achievement are not uniform. To respond to this situation and take into account the forces for change and dominant policy shifts that will affect the VET sector over the next 5 years, a new approach is required that must be based upon three critical elements: overcoming or removal of structural inequities; implementation of targeted responses to equity based on workable solutions; and introduction of resource allocation strategies and incentives that encourage responsiveness to client needs. This framework for equity is equally consistent with approaches based on a philosophy of "social justice" as with approaches from the perspective of "managing diversity." It will also supplement focus on selected broad client groups with closer attention to the capacity of the system to respond to particular needs and circumstances. This will be reflected in an approach to the measurement and evaluation of performance in relation to equity that includes measures of outputs and outcomes and participation and is focused not only on the position of particular client groups, but also on the capacity of the system to respond to a diversity of clients. (The document contains 11 endnotes, 29 references, and 2 appendices: analysis of client groups and summary data.) (YLB)

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ED 423 417

Achieving Equitable Outcomes

A Supporting Paper to Australia's National Strategy for Vocational Education and Training 1998 – 2003

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Purpose

The purpose of this paper is to elaborate the basis, in analysis and thought, of the Australian National Training Authority Board's proposal that Australia work towards making the vocational education and training system more responsive to the diverse needs of clients and potential clients.

This paper is one of five supporting papers to *A Bridge to the Future: Australia's National Strategy for VET 1998-2003*.

It has three functions:

- to provide up-to-date information relating to the current position of specific client groups in vocational education and training
- to acknowledge that whilst States and Territories may have differing approaches to achieving equity in vocational education and training, some consistent, strategic action around equity is necessary and
- to propose how the new accountability and planning mechanisms for vocational education and training can be utilised to support the achievement of equity.

Introduction

A Bridge to the Future: Australia's National Strategy for Vocational Education and Training 1998 - 2003 identifies five objectives for vocational education and training. The third objective is 'achieving equitable outcomes in vocational education and training'.

The policy view of equity underpinning both the National Strategy itself and this supporting paper is one which argues for a shift of emphasis away from solely focusing on 'target groups' towards a position which gives greater emphasis on measuring the capacity of the vocational education and training system to respond to the diverse needs of clients and potential clients.

With recent reforms to the National Training Framework the building blocks of system flexibility and responsiveness are in place. Similarly, the development of New Business Arrangements and Key Performance Measures have improved mechanisms for planning and accountability. The next challenge is to ensure these available mechanisms result in the further achievement of equitable outcomes. This paper provides a framework for equity and as such is a beginning point for discussion between all major stakeholders on how to increase equitable outcomes from vocational education and training.

Key Issues

Achieving equitable outcomes for a diverse client base has proved to be a significant challenge. Analysis of current levels of participation and achievement indicates that in many instances patterns of participation and attainment mirror existing patterns of community disadvantage.

The policy, planning, funding and delivery mechanisms for vocational education and training need to be inclusive of the needs of all. There are broad benefits to improving the participation in, and outcomes from, education and training for individuals. There are benefits for society as well. The link between improved vocational education and training outcomes and improved employment outcomes is clearly established. Raised levels of productivity and increased self-reliance through employment also produce broader economic and social advantages.

People with marketable skills and qualifications have better economic prospects and face less risk of long term unemployment than those who have no post-school qualifications[1]. Those with skills and qualifications need to continue to maintain and update them throughout their careers. In this context, the gap between the richer and poorer members of society can be measured not only in terms of financial wealth, but also in terms of knowledge, skills and information.

The vocational education and training system has gone through a period of rapid change which will continue in the future. The vocational education and training system of the future will be characterised by closer links between work and training. Within a more market oriented environment there will be a premium on choice and flexibility. Improved productivity and value for money will continue to be a concern. Vocational education and training in the future will play a pivotal role in the development of a learning/training culture and will in turn be shaped by this emerging culture. There will also be an increasing role for technology; a role which will generate new demands for training and provide new options for delivery.

In the wake of these shifts there will be those who are able to take advantage of the resultant benefits and others who are less able to take advantage of them. Without specific attention being given to the factors that may prevent people from engaging optimally in vocational education and training, the objectives of the national system cannot be achieved. Care will need to be taken to ensure that the gap between the 'training rich' and the 'training poor' is reduced.

Over-regulation and inflexibilities in the vocational education and training system have served to limit the successful participation of many clients willing and able to undertake vocational programs.

The overall goal must be an equitable vocational education and training system able to offer inclusive and appropriate products and services for a full range of clients and potential clients. This capacity will be reflected in patterns of participation, attainment and client outcomes.

The current state of play

Prior to developing strategic frameworks for action two things are necessary. It is important to understand the current position of client groups in the system and to understand the recent reforms to vocational education and training which provide the context for action.

Position of client groups

Client group access and participation data remains one the most useful ways to measure the overall progress towards an inclusive vocational education and training system. An inclusive system will, over time, have a broader range of successful client outcomes. A brief summary analysis, using the most recent data available[2], is provided in relation to the following groups:

- women
- Aboriginal and Torres Strait Islander peoples
- people with a disability
- people from non-English speaking backgrounds
- people without adequate literacy and numeracy skills
- people from rural and isolated areas.

Data on these groups provides meaningful indications on the responsiveness of the system to different needs, yet it is important to note that none of the groups listed above are homogeneous. Within each group there will be individuals who do not experience disadvantage, while other members of the same group will experience multiple levels of disadvantage[5]. The list is by no means a complete list of clients who may face disadvantage in achieving appropriate training outcomes through vocational education and training. Other clients for whom vocational education and training outcomes need to be improved include, for example, people within correctional facilities[6].

The analysis and discussion in Appendix A provides an overview of participation levels achieved by each of the nominated groups and, to the extent that such data is available, an overview of outputs and outcomes data. Critical issues relevant to each group are also raised. Summary data upon which the analysis is based are provided at Appendices B-F.

The analysis provided in Appendix A covers formally recognised programs provided by TAFE institutes, private providers and community based providers[7]. Whilst analysis of participation in schools, universities and the workforce can be taken into consideration if undertaking a macro-analysis, a separate analysis of the vocational education and training sector remains necessary and meaningful.

From the analysis provided in Appendix A it can be seen that while some groups are now relatively well represented in vocational education and training, patterns of enrolment and achievement are not uniform. Pockets of distinct disadvantage remain even within groups that are well represented as a whole. These patterns also suggest that a focus on selected broad client groups needs to be supplemented by closer attention to the capacity of the system to respond to particular needs and circumstances.

Recent Reforms in VET

When Ministers endorsed the National Training Framework in November 1996 they put in place the infrastructure to build upon several years of significant reform to vocational education and training. The National Training Framework has two main components: Training Packages and the Australian Recognition Framework. These components are supported by the National Training Information Service which provides comprehensive information on vocational education and training products, services and providers. Together these components complete the transition of the vocational education and training system from one in which programs were developed mostly by training providers and examined by State and Territory Authorities, to a system which is streamlined and which utilises the experience and involvement of industry.

The hallmarks of the National Training Framework are flexibility and accessibility. It will do this by achieving four main outcomes:

- a national recognition system which is based on competency standards linked to a set of national qualifications within the Australian Qualifications Framework
- tailored training programs based on Training Packages which include nationally recognised competency standards, assessment guidelines and qualifications
- quality assurance safeguards to ensure that the National Training Framework results in a training system of the highest standard, and
- a higher level of flexibility for training organisations to deliver quality training products and services to meet the needs of employers.

The suite of reforms that constitute New Apprenticeships are now well known. For apprentices and trainees there are a number of benefits which will flow from the reforms but which are perhaps not so well known. For example, the removal of 'declared vocations'. In the past, people could only be employed as apprentices in occupations which had been declared as vocations. The end of this process (except in New South Wales, which is taking other steps to broaden the range of occupations in which contracted employment based training can take place)

removes any restriction on the occupations in which employment based training can take place. This creates far greater opportunities for apprenticeships and traineeships than before and has been especially important in the inclusion of occupations traditionally associated with women's employment. The old system of 'declared vocations' in apprenticeships also meant that conditions governing training - for example the hours of 'off the job' training, the mode and place of delivery - were often very inflexible. Under the new regulatory arrangements these restrictions will be removed.

From the point of view of developing a strategic framework for equity, it is important to understand the current and future developments of the vocational education and training system. Stakeholders concerned with equity have consistently expressed the view that greater flexibility and responsiveness in vocational education and training options and delivery are critical to an equity solution. New Apprenticeships and the National Training Framework demonstrate that flexibility and responsiveness are at the core of the current reforms. However, effective utilisation of these elements for increased equity is not automatic, and care needs to be exercised to ensure that benefits are distributed to all.

Frameworks for policy development and implementation

Historically, approaches to improve equity in vocational education and training have centred on special equity programs. These programs have intervened directly to address particular client needs through support services, preparatory training programs, enclave training programs and programs to deliver an extra 'layer of learning' not required by other students. Typically, such programs have been short term and separate from mainstream service delivery. They have provided a supplement to equip disadvantaged clients for entry into the mainstream.

New approaches to equity take better account of changes facing the system as a whole as well as addressing the needs of clients from particular groups through targeted programs. A good example of this approach can be seen with the development of New Apprenticeships. A concern with access and equity was incorporated into the development of the reforms resulting in a new system which emphasised client responsiveness and inclusiveness.

Even so, with any major change in public policy, attention needs to be focused specifically on whether some clients may miss out on the intended benefits of reform. To that end, a targeted consultation process was undertaken with a cross-section of equity stakeholders to determine whether equity issues of public policy or of public administration were adequately incorporated. The consultations demonstrated that, overall, there is broad support for the New Apprenticeship reforms amongst those concerned with equity and a high level of support for the flexibility and incentive for growth and expansion of training opportunities provided. However, a number of outstanding issues were identified and action to address those issues can now be taken.

Conceptual frameworks

A range of approaches to equity policy exist in the vocational education and training sector. Two approaches which have been the most commonly used are:

- social justice
- managing diversity

A social justice framework focuses attention on the broader range of life experiences and circumstances as well as on the vocational education and training experience itself. There is a recognition that economic, social, attitudinal, legislative and administrative factors may constitute impediments to equitable participation in vocational education and training, and more broadly, impediments to participation in society in general. This approach is based on a commitment to ensuring that the outcomes of education and training are not hindered by factors beyond the individual client's control or influence[v].

Within a social justice framework, vocational education and training is viewed as a means through which to overcome social inequality and achieve an informed and just society. Underlying this approach is a belief that all people irrespective of their background or circumstances should have access to the knowledge, skills and understanding they need to participate fully and successfully in the community. A social justice model supports government intervention and equity programs aimed at narrowing differences in education and training outcomes for specified groups. This approach allows for the specific targeting of programs and resources, while taking less account of the market and individual client needs.

Managing diversity is most commonly used as an approach to equity in the workplace, but has been adapted in some instances to vocational education and training. It stresses corporate responsibility to create and develop strategies and outcomes that are responsive to the needs of a diverse client base. In relation to vocational education and training, this framework encourages the valuing of the different perspectives, skills and approaches contributed by diverse individuals. This approach aims to optimise the investment in vocational education and training by encouraging a full diversity of clients . The vocational education and training system becomes a means by which the workforce and society at large can recognise and benefit from diversity[7].

Managing diversity calls on a system to reflect the diversity of its client base in its structures, personnel and employment practices and, in the vocational education and training context, to adjust teaching, training, learning and assessment to encompass difference. Development of an ethos of inclusiveness, respect for difference and the inclusion of people from a range of client groups in decision making processes are major aspects of this approach. Managing diversity offers a positive response to changing workforce and population characteristics, without targeting particular groups or identifying specific areas of disadvantage.

A Strategic framework

The type of framework chosen is of lesser significance than a commitment to strategic and coordinated action. A strategic approach to achieving equitable outcomes needs to encompass a range of aspects, each of which can be addressed from a variety of perspective's and at various levels within the vocational education and training system.

Effective response to a dynamic policy environment requires the development of strategic priorities.

One way in which strategic issues can be identified is by looking at forces of change in society and their impact on various client groups. This approach can be taken up in the development of strategies in relation to particular client groups or through targeted responses to specific equity issues. An example of this work began in 1996 with the approval and implementation of the *National Women's Vocational Education and Training Strategy*[8].

Strategies will also be developed at a national level to improve vocational education and training experiences and outcomes for Aboriginal and Torres Strait Islander peoples. Similarly, specific strategies will be developed at a national level to address the vocational education and training requirements of people with a disability.

Another approach to the development of strategic priorities is one based on an analysis of policy directions for vocational education and training. Policies impact differently on clients. For example, with the development of closer links between training and employment, factors such as labour market status and terms of employment are likely to impact upon access to training opportunities. Similarly, with shifts towards a more market oriented environment, the capacity of clients to access flexible delivery services and support, to pay for services not covered by government funding and access information and make informed choice will need to be taken into account. The implications of such factors for equity in vocational education and training will need to be considered.

A strategic approach to equity needs to incorporate three critical elements:

- overcoming or removal of structural inequities
- implementation of targeted responses to equity based on 'workable solutions'
- introduction of resource allocation strategies and incentives which encourage responsiveness to client needs.

A strategic approach must include **strategies which overcome or remove structural inequities** in recognition of the fact that there can be factors within the vocational education and training system itself which prevent equitable access, participation and outcomes. By identifying and reducing the impact of these factors the vocational education and training system is able to assist a wider range of clients and potential clients in achieving training outcomes which are relevant to their needs.

The structural factors which need to be addressed may include legislative, administrative and resourcing practices which preclude flexibility in programs and delivery mechanisms. Impediments that inhibit access in such areas as student selection, staff recruitment, timetabling and delivery mechanisms need to be progressively removed. The removal of these factors and/or the reduction of their negative impact may be achieved through the introduction of appropriate planning, funding, developement and implementation mechanisms.

A strategic approach also needs to include **the implementation of targeted responses to equity issues**. This can be based upon identifying and promoting the uptake of 'workable solutions'. This approach focuses on solutions which assist in the achievement of the final goal, that is, improved outcomes for a greater diversity of clients. Targeted responses recognise that specific client needs cannot be met by generic approaches. The careful targeting of responses to particular issues also aids evaluation of their effectiveness.

Thirdly, a strategic approach must address issues of **resource allocation and incentives**. Within any structure, mechanisms of resource allocation impact strongly on behaviour and on the outcomes achieved. Unless resource allocation mechanisms permit flexibility and responsiveness, other policies aimed at achieving these ends are likely to fail. Within a market environment the ability of clients to exercise market pressure and the role of governments as purchasers of products and services will be critical in determining the degree to which equitable outcomes are achieved in vocational education and training. The likely impact of more market based approaches to vocational education and training and to employment services needs to be better understood by all stakeholders so that effective resource allocation strategies can be considered and implemented.

Effective implementation of the approach outlined above will only be possible if considerable effort is expended on gaining commitment from the broader system to the achievement of improved equitable outcomes. State and Territory Training Authorities, and providers of VET products and services will have a key role to play. The shift of emphasis outlined in this paper - towards the responsibility of the overall system to examine and improve its capacity for equity - will not be automatically or effectively implemented without broad information and discussion throughout the system.

Measuring the performance of the vocational education and training system on equity

Traditionally, the equity performance of the vocational education and training system has been assessed through the participation rates of people from equity target groups. This approach is changing in two important ways:

- monitoring of equity client groups will be expanded to include outputs and outcomes (ie. employment or further training) as well as participation"
- monitoring will not only to be focussed on the position of groups, but also on the capacity of the system to respond to a diversity of clients.

Key performance measures (KPMs) for vocational education and training provide the opportunity for the shift towards output and outcome measurement on a nationally consistent basis. The KPMs represent the first tier of a multi-tiered performance measurement framework for vocational education and training[9].

The planning and accountability arrangements under the ANTA Agreement provide the opportunity for measurement and evaluation of change. These arrangements are considered the second tier in the KPM framework and provide the opportunity for more detailed measurement of the performance of particular aspects of VET, such as specific policy initiatives or management practices.

These two mechanisms provide the base upon which the equity performance of the vocational education and training system as a whole can be monitored.

Monitoring of equity client groups

The new suite of key performance measures includes KPM5 - *vocational education and training participation, outputs and outcomes achieved by client groups*. This measure is an extension of existing measures which focus on participation and graduate outcomes.

Participation alone is an inadequate measure. It serves to focus attention on access to training without giving due regard to the vocational education and training experience or the value derived as a result. An exclusive focus on participation is inconsistent with public sector emphasis on outputs and outcomes. It can also serve to mask critical equity issues. For example, inequities in Aboriginal and Torres Strait Islander peoples' experience of vocational education and training only become apparent when the relationship between participation, outputs and outcomes is examined.

Data collection and monitoring systems must provide reliable information on participation rates, completions and outcomes so that the success of policies can be judged and improvements made for the future. Full reporting will occur from 2001 for the year 2000. For the purposes of annual performance monitoring at a national level, data collection and analysis will focus on the following groups:

- women
- Aboriginal and Torres Strait Islander peoples
- people with a disability
- people from non-English speaking backgrounds
- people from rural and isolated areas.

The measurement of performance requires the establishment of reference values against which performance can be assessed. The *Annual National Report 1996, Volume 3, Benchmarking Vocational Education and Training* included an evaluation of participation data for selected client groups against data for the general population as a benchmark. Data was published at both State/Territory and national levels[10]. This analysis provided a useful starting point but is not sufficient to provide a complete appraisal of performance.

Measuring the capacity of the system to respond

Increased participation and improved outputs and outcomes for clients from nominated groups can be used as indicators of progress towards the achievement of equitable outcomes. However, such measures do not directly indicate precisely where improvements (or otherwise) have occurred in the vocational education and training system or the capacity of the system to respond to the needs of clients.

Further discussion is needed to develop suitable methods of evaluation in relation to this aspect of performance.

One approach is to examine leading indicators of the capacity of the vocational education and training system to flexibly respond to client needs. This approach focuses on factors which govern flexibility and responsiveness, particularly at the point of service delivery. Such flexibility can often be critical to meeting the needs of disadvantaged clients and it will be even more important in ensuring that the system is able to respond to needs which have yet to emerge or which are localised. Aspects of performance evaluated through this approach might include the capacity of the system to:

- recognise the needs of a wider range of potential clients
- reach out beyond an established client base in promoting opportunities and services offered by vocational education and training
- offer a diverse and appropriate range of choices across industries and occupations utilising a diversity of methodologies and providers
- be effective and innovative in customising training programs and materials to meet client needs in ways which are inclusive and culturally appropriate
- facilitate the exercise of informed choice on the part of all clients
- facilitate access to life long learning, particularly for those who lack access to appropriate learning environments and those who are 'training poor', and
- respond supportively to clients at risk of failing to achieve their desired training outcomes.

Under the ANTA Agreement, responses to the National Strategy can be articulated at a number of levels. Each year, performance indicators are identified against the Annual National Priorities at State and Territory and national level. Through these planning and accountability arrangements, Commonwealth, State and Territory governments could:

- identify and remove structural impediments to access and equity in vocational education and training
- encourage improved performance by registered training organisations in delivering training programs to clients who face disadvantage
- encourage development and delivery of training programs based on training packages which can be customised to suit the needs of all clients, and which are sensitive to cultural difference
- equip vocational education and training staff to address equity issues, including through the development and delivery of inclusive training programs based on Training Packages
- create incentives for registered training organisations to address equity issues, based on a better understanding of the costs associates with delivery to clients with special needs
- make available accurate data for monitoring equity performance at a program level
- make efficient use of new technology to broaden opportunities for those living in rural and remote communities or unable to access institutional or workbased training
- develop and monitor performance improvement annually.

Where to from here

While some equity client groups are now relatively well represented in vocational education and training, patterns of participation and outcomes are not uniform. Pockets of distinct disadvantage remain even within groups that are well represented as a whole.

In order to effectively respond to this situation and take into account the forces for change as well as dominant policy shifts that will impact on the vocational education and training sector over the next five years, a new approach will be required. This approach will need to be based upon three critical elements:

- overcoming or removal of structural inequities
- implementation of targeted responses to equity based on 'workable solutions'
- introduction of resource allocation strategies and incentives that encourage responsiveness to client needs.

This framework for equity is one which can be implemented using a number of different perspectives. It is equally consistent with approaches based on a philosophy of 'social justice' as with approaches from the perspective of 'managing diversity'.

This framework will also supplement focus on selected broad client groups with closer attention to the capacity of the system to respond to particular needs and circumstances. This will be reflected in an approach to the measurement and evaluation of performance in relation to equity which:

- includes measures of outputs and outcomes (that is, employment or further education/ training) as well as participation
- is focussed not only on the position of particular client groups, but also on the capacity of the system to respond to a diversity of clients.

Issues in need of further consideration and discussion with all key stakeholders include:

- the equity impacts of broad policy shifts within the vocational education and training system
- the identification of 'workable solutions'
- the development of resourcing strategies which provide incentives for equity
- the development of methods of evaluating performance which take account of both participation and output/outcomes data, and
- methods of evaluating the capacity of the vocational education and training system to respond to a diversity of clients.

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[i] Human Capital. OECD 1998

[ii] Data used in this analysis relate to the years 1996 and 1997 as follows:

- participation and outputs in vocational education and training for the year 1996
- data for contracts of training as at 30 June 1997
- survey data relating to TAFE graduates who completed TAFE courses in 1996.

[iii] One recent example of research relating to equity in the vocational education and training section in which the significance of multiple factors of disadvantage is discussed is the paper by Barry Golding and Veronica Volkoff , "Learner attributes and their outcomes: Experiences of Indigenous vocational education and training participants from a longitudinal study" , a paper to the Second National Indigenous Peoples' Training Conference "Challenging pathways" 9-12 March 1998, Surfers Paradise. This paper shows the way in which multiple layers of disadvantage are found amongst Aboriginal and Torres Strait Islander peoples and the variation in circumstance and experience which exist within this population.

[iv] *The report of the Senate Employment Education and Training Reference Committee inquiry into education and training in corrective facilities*, Canberra, 1996

[v] It should be noted that owing to changes in the scope of the *Australian vocational education and training statistics* collection figures for 1996 are not directly comparable with figures for previous years.

[vi] NSW Government, *Charter for equity in education and training*, Sydney, 1997

[vii] The Hon Phil Honeywood, MP, Minister for Tertiary Education and Training, *Managing diversity: promoting equity and access across the state training system*, Melbourne, November 1996.

[viii] *The National women's vocational education and training strategy* was developed under the umbrella of *Towards a skilled Australia - National strategy for vocational education and training*, ANTA, 1994.

[ix] *Key performance measure for vocational education and training: final report of the Performance Review Committee to the ANTA Board*, ANTA, Brisbane, 1997, pp4, 17-18

[x] In November 1997, Ministers agreed in principle to a new set of key performance measures for the system, subject to an assessment of the cost implications for States and Territories of implementing the key performance measures.

[xi] ANTA, *Annual national report, 1996: benchmarking the performance of the vocational education and training sector in 1996, volume 3*, ANTA, Brisbane, 1997.

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Appendix A: Analysis of client groups

Women

Overall participation of women in vocational education and training (9.6 per cent) is only slightly lower than for men (10.6 per cent) (Appendix B, Table 1). Women also achieve outcomes which are comparable to those of men (Appendix B, Table 2). In some disciplines such as humanities, social studies, computing, art, hospitality, tourism and personal services, women have significantly greater success. It is also interesting to note that women are more likely than men to succeed in areas where women are markedly under represented such as engineering processing and agriculture (renewable resources)[1].

Whilst overall participation and attainment levels (module outcomes) for women are good, the range of vocational education and training programs and industries in which women participate remains extremely narrow. Most women are enrolled in the fields of business administration and economics (27.1 per cent of all female students), TAFE multi-field (22.4 per cent), health and community services (11.1 per cent), arts and humanities (10.9 per cent) and services, hospitality and transportation (10.3 per cent) (Appendix B, Table 3). Women in contracts of training are predominantly clustered in a small number of occupations and industries (Appendix B, Table 4).

While women are well represented in many levels of qualifications, they remain poorly represented in trade certificate courses (7.7 per cent of enrolments at this level) (Appendix B, Table 5). Women are also more likely than men to enrol in a non-award course[2].

Women's options for vocational education and training are influenced by societal, industry, school and family attitudes and the responsibilities that many women assume as a consequence of these attitudes and customs. While life long learning is a significant issue for both men and women, these factors mean that many women have particular needs for training at various points in their life.

Employer and employee attitudes can limit both expectations and opportunities, and are especially influential in affecting participation in contracts of training. Disadvantages within the learning environment include gender harassment, particularly in programs where women are in the minority, insufficient recognition of prior learning or experience, and (though this should now be changing) inflexibility in timetabling[3]. Lack of affordable child care is also a significant barrier for women's participation and attainment[4].

One of the key factors in improving equitable outcomes for women will be the expansion of structured, nationally recognised training opportunities into areas where high numbers of women are employed. Another important objective will be to encourage women to train for emerging areas of employment.

Aboriginal and Torres Strait Islander peoples

Recent efforts to increase the number of Aboriginal and Torres Strait Islander peoples in vocational education and training have yielded results. Representation for this group in vocational education and training (2.4 per cent) is higher than their representation in the population as a whole (2.0 per cent)(Appendix C, Table 1). These figures should be regarded with caution owing to the reluctance of students to identify as being of Aboriginal and Torres Strait Islander origin - 23.7 per cent of students did not respond to this question.

Further effort is needed to ensure that access leads to successful outcomes. Aboriginal and Torres Strait Islander peoples are poorly represented amongst TAFE graduates at 1.3 per cent[5], and module outcomes are similarly poorer for Aboriginal and Torres Strait Islander peoples than for non-indigenous vocational education and training students (Appendix C, Table 2 and 3).

Aboriginal and Torres Strait Islander peoples are typically clustered in training programs at the lower end of the qualifications spectrum. The qualifications most frequently undertaken by this group are: unclassified certificates (34.7 per cent), statement of attainment (17.5 per cent), AQF certificate I (5.2 per cent) and AQF certificate II (9.1 per cent) and AQF certificate III (5.9 per cent). They are far less likely than non-indigenous students to undertake qualifications at the diploma, advanced diploma, advanced certificate, trade certificate or AQF certificate IV level (Appendix C, Table 4). Although Aboriginal and Torres Strait Islander peoples are well represented in traineeships (5.7 per cent) they are under represented in apprenticeships (0.7 per cent) (Appendix C, Table 5).

These patterns of participation in vocational education and training are better understood within the broader context of Aboriginal and Torres Strait Islander educational and employment experience. Aboriginal and Torres Strait Islander peoples' have a greater tendency to leave school early than non-indigenous Australians[8]. They also have lower levels of educational attainment and lower levels of literacy[9]. Previous schooling experiences affect vocational education and training experience.

Employment outcomes for Aboriginal and Torres Strait Islander peoples are low, with unemployment rates three times higher than for non-indigenous Australians. Projected growth in the indigenous population over the next decade will mean that an unprecedented growth in indigenous employment will be required if the unemployment rate is not to worsen significantly[8]. As skills acquisition becomes increasingly important in gaining employment, vocational education and training will be of crucial importance to Aboriginal and Torres Strait Islander peoples in providing basic skills and in assisting them to gain access to employment.

Lack of culturally appropriate learning is considered to be a major cause of unsuccessful completions. Inadequate teacher and provider sensitivity to cultural differences, lack of teacher relations with students and their communities as well as language difficulties all contribute. Distance from providers is also critical in some rural and remote parts of Australia.

Examples exist of culturally inclusive and appropriate programs, which offer supportive learning environments. These offer choice within (or as an alternative to) mainstream programs and recognise prior indigenous learning but such programs still remain in a minority.

The achievement of equitable outcomes for Aboriginal and Torres Strait Islander peoples will require further increases in participation. Improved retention and completion rates will also be critical, particularly within higher level award programs.

People with a disability

An analysis of statistical data reveals the extent of under-representation in vocational education and training of people with a disability. With a share in the working age population of Australia of 15 per cent, people with a disability still account for only 3.5 per cent of vocational education and training students (Appendix D, Table 1)[9]. It should be noted however that a significant degree of under-reporting is likely to occur as some 32 per cent of students did not indicate whether or not they have a disability.

Students with a disability also have a higher attrition rate than other students[10]. The representation of people with a disability amongst TAFE graduates (6.1 per cent) is good given their low representation amongst vocational education and training students, but it is still well below their population share (Appendix D, Table 2)[11].

Patterns of enrolment are also distinctive. People with a disability more often enrol in educational preparation, basic education and basic employment skills programs than do other students[12]. They are poorly represented in higher level award courses and contracts of training (Appendix D, Table 3 and Table 4). They also tend to be over-represented in programs where there is low labour market demand or declining demand[13]. These patterns are likely to contribute to poor employment outcomes after program completion.

An important element in the participation and attainment of people with a disability in vocational education and training is the level of client support available to them throughout their training program. Appropriate work experience, on the job training and adjustment of programs and schedules have been found to be critical factors in successful participation and outcomes. Poor role clarification in relation to responsibility for provision of special equipment, and a lack of program customisation and support services are factors which reduce the likelihood of success[14].

Lack of mobility and/or ability to use public transport, limited physical access to vocational education and training premises, limiting attitudes and misconceptions in vocational education and training and in the community, limited alternative learning resources, limited appropriate mainstream support and lack of post school options all act as factors which impede equity in vocational education and training for people with a disability.

Participation, retention and attainment rates need to improve for people with a disability. In seeking to improve outcomes for people with a disability, particular attention will need to be paid to their participation in higher level qualifications and in employment based training.

People from non-English speaking backgrounds

In general, students from a non-English speaking background (NESB) are well represented in vocational education and training. Students who reported speaking a language other than English at home comprise 13.1 per cent of the vocational education and training population compared with 13.9 per cent of the general population (Appendix E, Table 1). The representation for students born in a non-English speaking (NES) country in vocational education and training is also in accord with their proportion of the general population. Persons born in an NES country make up 13.2 per cent of the Australian population, while their representation in vocational education and training is 12.9 per cent (Appendix E, Table 2).

Representation of people from a non-English speaking background in contracts of training is considerably lower than their proportion of the total population, with only 3.6 per cent of students in a contract of training reported as being born in an NES country and only 4.4 per cent of students in a contract of training reported as speaking a language other than English within the home (Appendix E, Table 3 and Table 4).

Relatively low representation rates in some aspects of vocational education and training should not necessarily be construed as negative. In some instances, low vocational education and training participation may be explained by higher university participation. In other instances, it is indicative of significant disadvantage in the training and/or labour market.

Several factors are closely linked with poor outcomes for some NESB clients in vocational education and training and employment: English language proficiency, period of residence in Australia, category of migration, and previous skills and qualifications. The most important of these is English language proficiency. NESB clients who do not speak any English, or who do not speak English well, have significantly higher rates of unemployment than those more proficient in English[15]. The problem is compounded when clients have low levels of literacy in their first language. One key focus in addressing this issue will be the promotion of programs which link vocational outcomes with language and literacy training.

People without adequate literacy and numeracy skills

Literacy and numeracy competencies are essential to equip Australians for the world of work and to enhance the flexibility and mobility of the workforce. In 1996, the Australian Bureau of Statistics (ABS) participated in an international survey of literacy and found that 6.2 million Australians between the ages of 15 and 64 have poor or very poor literacy and numeracy skills[16]. These people could be expected to experience difficulties using many of the printed materials encountered in everyday life, a factor which in turn affects their ability to learn new skills and process information.

Vocational education and training can assist in the employment preparation and upskilling of people with literacy and numeracy difficulties. However, successful participation in vocational education and training is itself predicated on a level of competence in literacy and numeracy.

The ABS survey found that industries with large proportions of their workforce at the lowest literacy level include: agriculture, forestry and fishing; electricity, gas and water supply; manufacturing; and construction[17]. These industries may, in consequence, experience difficulties introducing new technology, operating procedures or quality assurance systems. Other industries have identified the need to improve the literacy and numeracy competence of their workforce. These industries include: community services and health and property services, which draw large proportions of their workforce from non-English speaking backgrounds[18].

Results of the ABS survey also highlight the disparity between the literacy skills of employed and unemployed people. The proportion of unemployed people at the lowest level of literacy (30 per cent) was two and a half times that of employed people (12 per cent). Further investigation reveals that close to 80 per cent of the long-term unemployed have literacy skills that are considered poor or very poor[19]. This strong connection between literacy performance and labour force outcomes suggests that the provision of stand-alone programs and literacy support mechanisms within existing vocational education and training programs will be essential in ensuring that people are equipped for entry into the workforce and for the demands of ongoing industry training and life long learning.

People in rural and isolated areas

Vocational education and training participation rates for people from rural and isolated areas (at 7.9 and 8.3 per cents respectively) compare favourably with the participation rate for the population as a whole (7.2 per cent) (Appendix F Table 1). However, the small size and diverse nature of many rural and isolated communities often results in a limited choice of training options being available to rural employers, communities and individuals[20].

The participation of rural and isolated people in post-school education and training is lower than that of individuals residing in metropolitan areas of Australia. Individuals in rural and isolated regions who are engaged in post-secondary activities are more likely to be enrolled in vocational education and training than in university programs[21].

The most significant barrier experienced by people in rural and remote communities concerns their isolation from a range of training and support services. The narrow range of vocational education and training programs available is further compounded by the difficulty in obtaining the minimum class size required by service providers and other issues of economies of scale. Constraints on finance, time and support mechanisms make relocation to a metropolitan area for training a difficult, and sometimes untenable, alternative for people in rural and isolated areas[22].

Opportunities for employment upon completion of training programs in rural and remote regions are also limited. The range of industries available in individual rural and remote regions lacks the diversity found in metropolitan locations, and limits the number of placements available for apprenticeships, traineeships and field/work placements and work experience.

There is a need to expand the range of programs undertaken by people in rural and isolated communities to equip them for broader opportunities.

[1] The Australian National Training Authority, *Participation and attainment of individual client groups within vocational education and training*, Brisbane, 1996, p21

[2] National Centre for Vocational Education Research, *Australian vocational education and training Statistics* unpublished

[3] DEET, *Women and TAFE: A national plan of action*, Canberra, 1991.

[4] K Barnett, J Foyster and M Werner, *Patterns of participation in TAFE: a gender focused analysis*, Leabrook, 1996.

[5] Graduation data is based on the NCVER *TAFE Graduate destination survey*, Leabrook, 1997. It should be noted however that the response rate for this survey was only 55 percent and in consequence results should be treated with caution.

[6] NSW Department of TAFE, *Vocational education and training issues for people of Aboriginal and Torres Strait Islander and non-English speaking background*, Sydney, 1995.

[7] Vocational Education Training and Employment Commission, *Proposed social justice policy for the vocational education, training and employment system*, Brisbane, 1993.

[8] John Taylor and Jan Altman, *The job ahead: escalating economic costs of indigenous employment* , Canberra, 1997, p5.

[9] People who identify as having a disability account for 18 per cent of the Australian population, and 15 per cent of the working aged population (people aged 15-64). 14.2 per cent of the total population experience a handicap as a result of their disability. Of 15 to 24 year olds, 7.4 per cent identify as having a disability and 5.2 per cent identify as having a handicap as a result of their disability. (ABS *Disability, aging and carers Australia*, Canberra, 1993). Irrespective of which figure is used for purposes of comparison, people with a disability appear significantly under represented. At the same time it should also be noted that the current AVETMISS definition of disability is much more restrictive than that used by the ABS hence it is likely that available data under counts the actual representation of people with a disability in the vocational education and training sector.

[10] National TAFE Chief Executives' Committee, *FlexAbility: A strategic framework for people with a disability in TAFE 1994-96*, TAFE Queensland, Brisbane, 1993, p. 34.

[11] Graduation data is based on the NCVER *TAFE graduate destination survey*, Leabrook, 1997. It should be noted however that the response rate for this survey was only 55 percent and in consequence results should be treated with caution.

[12] National TAFE Chief Executives' Committee, *FlexAbility: A strategic framework for people with a disability in TAFE 1994-96*, TAFE Queensland, Brisbane, 1993.

[13] Ibid

[14] VETEC, *Proposed social justice policy for the vocational education, training and employment system*, VETEC, Brisbane, 1993.

[15] DIMA, *Population flows: immigration aspects*, Canberra, 1997, p30

[16] ABS, *Aspects of literacy: assessed skill levels Australia 1996*, Canberra, 1997

[17] Ibid

[18] ANTA, *Report on national industry vocational education and training plan Australia 1997*, ANTA Brisbane, 1997.

[19] ABS *Aspects of literacy: assessed skill levels Australia 1996*, Canberra, 1997

[20] S Kilpatrick, J Williamson and M Thrush, *Access and equity within education and training for people in rural and remote Australia*, Hobart, 1997.

[21] Ibid.

[22] Ibid.

Appendix B: Women

Table One: Vocational Education and Training Participation Rates by Gender, 15 to 64 Year Olds, 1996, (Per Cent)

	Australia
Females	9.6
Males	10.6
All persons	10.1

Source: NCVER, *Australian vocational education and training statistics 1996*, Leabrook, 1997 and ABS, *Estimated resident population of Australia* (Cat. 3201.0), Canberra 1997.

Table Two: Module Outcomes by Gender, 1996, All Ages (Per Cent)

Outcome	Males (%)	Females (%)	Gender not reported (%)	All Enrolments (%)
Passed	**60.3**	**61.1**	**4.8**	**60.5**
Failed	5.5	3.9	0.7	4.7
With-held	2.1	2.0	0.1	2.0
Completion of Hours	6.5	7.0	1.1	6.7
Continuing	6.3	4.9	0.5	5.6
RPL	2.1	1.7	0.6	1.9
CTA	2.9	3.0	0.0	3.0
Withdrew - No Fail	3.6	4.3	0.3	3.9
Withdrew - Fail	5.6	6.4	0.4	6.0
Withdrew - Transfer	0.1	0.1	0.0	0.1
Not Stated	3.9	3.7	89.1	4.1
Blank	1.0	1.9	2.4	1.4
Total	100.0	100.0	100.0	100.0
Module Enrolments	4,387,524	4,055,279	31,770	8,474,573

Source: NCVER *Australian vocational education and training statistics 1996*, unpublished.

*RPL: Status (or credit) granted through Recognition of Prior Learning

*CTA: Status (or credit) granted through Credit Transfer Arrangements

Table Three: Distribution of Enrolments by Field of Study by Gender

	Males Enrols '000s	Per Cent	Females Enrols '000s	Per Cent	Not Known Enrols '000s	Total Enrols '000s	Female Tot Per Cent
Land & Marine Resources, Animal Husbandry	65.2	7.1	23.0	2.7	22.4	110.6	20.8
Architecture, Building	87.4	9.6	10.3	1.2	0.1	97.8	10.6
Art, Humanities & Social Sciences	45.3	5.0	91.9	10.9	0.2	137.4	66.9
Business, Administration, Economics	148.1	16.2	229.0	27.1	2.1	379.2	60.4
Education	11.1	1.2	20.3	2.4	0.1	31.5	64.5
Engineering, Surveying	222.8	24.4	21.9	2.6	0.3	245.0	8.9
Health, Community Services	40.7	4.4	93.6	11.1	0.4	134.7	69.5
Law, Legal Studies	7.8	0.9	6.4	0.8	0.0	14.2	44.8
Science	51.3	5.6	69.2	8.2	0.3	120.7	57.3
Veterinary Science, Animal Care	0.3	0.0	2.3	0.3	-	2.5	88.8
Services, Hospitality, Transportation	77.3	8.5	86.7	10.3	2.1	166.1	52.2
TAFE Multi-Field Education	157.0	17.2	189.1	22.4	0.4	346.5	54.6
All Fields of Study	914.3	100.0	843.6	100.0	28.4	1,786.3	47.2

Source: NCVER *Australian vocational education and training statistics 1996*, unpublished.

Table Four: Representation in Contracts of Training by Gender, by Industry, All Ages, as at 30 June 1997 (Per Cent)

	Male Persons	Male Per Cent	Female Persons	Female Per Cent	All Students Persons	Female All Students Per Cent
Agriculture, Forestry & Fishing	**1,492**	**1.1**	**299**	**0.8**	**1,791**	**16.7**
Mining	1,372	1.0	96	0.3	1,468	6.5
Manufacturing	17,870	13.0	1,584	4.2	19,454	8.1
Electricity, Gas & Water Supply	2,275	1.7	91	0.2	2,366	3.8
Construction	13,406	9.7	337	0.9	13,743	2.5
Wholesale Trade	1,025	0.7	268	0.7	1,293	20.7
Retail Trade	14,518	10.6	2,693	7.1	17,211	15.6
Accommodation, Cafes & Restaurants	4,141	3.0	2,828	7.5	6,969	40.6
Transport and Storage	2,484	1.8	268	0.7	2,752	9.7
Communication Services	147	0.1	78	0.2	225	34.7
Finance & Insurance	75	0.1	232	0.6	307	75.6
Property & Business Services	9,506	6.9	3,843	10.2	13,349	28.8
Govt. Administration & Defence	7,793	5.7	2,401	6.4	10,194	23.6
Education	591	0.4	758	2.0	1,349	56.2
Health & Community Services	807	0.6	1,911	5.1	2,718	70.3
Cultural & Recreational Services	948	0.7	523	1.4	1,471	35.6
Personal & Other Services	2,024	1.5	6,092	16.1	8,116	75.1
Undefined	57,114	41.5	13,464	35.7	70,578	19.1
All Industries	137,588	100.0	37,766	100.0	175,354	21.5

Source: NCVER Australian training statistics 1997 , unpublished.

Table Five: Participation by Gender by Qualification Level, All Ages, 1996, (Per Cent)

	Males Total (%)	Females Total (%)	Gender not reported Total (%)
Diploma	**47.1**	**52.8**	**0.0**
Associate diploma	53.2	46.8	0.0
Advanced cert. - post trade	84.4	15.6	0.0
Advanced cert. - other	51.5	48.4	0.0
Certificate - trade	92.2	7.7	0.0
Certificate - nec	51.3	48.7	0.1
Endorsements to certificates	95.2	4.7	0.1
Statement of attainment	58.0	42.0	0.0
Certificate of competency	40.5	58.9	0.6
Certificate of proficiency	55.7	44.3	0.1
AQF - senior secondary	38.2	61.2	0.6
AQF - Certificate I	52.6	47.3	0.1
AQF - Certificate II	41.7	58.1	0.2
AQF - Certificate III	45.7	54.2	0.0
AQF - Certificate IV	48.0	51.9	0.1
AQF - Diploma	44.6	55.4	0.0
AQF - Advanced diploma	47.1	52.9	0.0
AQF - Bachelor's degree	26.3	73.7	0.0
Other qualifications	53.1	43.6	3.3
Not applicable	39.9	53.2	6.9

Source: NCVER *Australian vocational education and training statistics 1996* , unpublished.

Note: Total enrolments with each qualification vary considerably. Actual figures can be obtained from NCVER.

Appendix C:
Aboriginal and Torres Strait Islander peoples

Table One: Representation on ATSI Peoples in Vocational Education and Training and in the Australian Population, All Ages, 1996, (Per Cent)

	VET [1]	Population [2]
People reported as indigenous	2.4	2.0
People reported as non-indigenous	73.9	98.0
People with client group not reported	23.7	-
Total	100.0	100.0

Source: *ANTA, Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

Table Two: Module Outcomes by Indigenous Identification, 1996, All Ages (Per Cent)

Outcome	ATSI [1]	Non-ATSI [2]	Indigenous Identification not reported [3]	All Enrolments [4]
Passed	**46.2**	**62.8**	**51.1**	**60.5**
Failed	5.3	5.0	3.0	4.7
With-held	5.2	1.8	2.6	2.0
Completion of Hours	6.7	6.1	9.9	6.7
Continuing	13.6	5.1	6.5	5.6
RPL	0.7	1.9	2.4	1.9
CTA	1.3	2.8	4.5	3.0
Withdrew - No Fail	4.3	4.0	3.1	3.9
Withdrew - Fail	6.4	6.0	4.9	6.0
Withdrew - Transfer	0.1	0.1	0.0	0.1
Not Stated	3.7	3.1	9.3	4.1
Blank	1.9	1.3	2.5	1.4
Total	100.0	100.0	100.0	100.0
Module Enrolments	260,140	6,906,054	1,308,379	8,474,573

Source: *NCVER Australian vocational education and training statistics* 1996 , unpublished.

*RPL: Status (or credit) granted through Recognition of Prior Learning

*CTA: Status (or credit) granted through Credit Transfer Arrangements

Table Three: TAFE Graduates by Indigenous Identification, All Ages, 1996, (Per Cent)

	TAFE Graduates (%)	Population (%)
People reported as indigenous	1.3	2.0
People reported as non-indigenous	98.6	98.0
People with client group not reported	0.1	-
Total	100.0	100.0

Source: ANTA, *Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

Table Four: Vocational Education and Training Enrolments by Level by Indigenous Identification, All Ages, 1996, (Per Cent)

	Across Levels		Within Each Level		
	ATSI Per Cent	Non-ATSI Per Cent	ATSI Per Cent	Non-ATSI Per Cent	Unknown Per Cent
Diploma	0.1	0.4	0.9	63.3	35.7
Associate diploma	2.6	6.9	1.2	86.3	12.5
Advanced cert - post trade	0.1	0.6	0.5	76.6	22.9
Advanced cert - other	2.3	4.4	1.7	86.1	12.2
Certificate - trade	2.2	5.6	1.3	88.3	10.4
Certificate - nec	34.7	15.3	6.3	74.9	18.8
Endorsements to certificates	0.0	0.2	0.4	95.7	3.9
Statement of attainment	17.5	16.3	3.2	80.8	15.9
Certificate of competency	1.6	0.9	3.9	60.0	36.2
Certificate of proficiency	0.6	0.1	15.6	59.5	24.9
AQF - Senior secondary	0.1	0.4	0.6	86.3	13.1
AQF - Certificate I	5.2	3.1	4.7	74.8	20.5
AQF - Certificate II	9.1	5.7	4.6	77.0	18.4
AQF - Certificate III	5.9	7.6	2.2	77.6	20.2
AQF - Certificate IV	2.2	4.1	1.6	80.2	18.2
AQF - Diploma	1.8	4.5	1.3	82.7	16.0
AQF - Advanced Diploma	0.4	1.8	0.7	83.9	15.4
AQF - Bachelor's Degree	0.0	0.0	0.0	36.8	63.2
Other Qualifications	4.1	8.1	1.3	70.9	27.8
Not Applicable	9.6	14.0	1.5	57.6	40.9
All Qualifications	100.0	100.0	2.8	74.9	22.3

Source: *NCVER Australian vocational education and training statistics 1996*, unpublished.
Note: Total enrolments with each qualification vary considerably. Actual figures can be obtained from NCVER.

Table Five: Representation in Contracts of Training by Indigenous Identification as at 30 June 1997

	ATSI	ATSI/Total (%)	Total
Apprenticeships	896	0.7%	123,069
Traineeships	2,948	6.2%	47,756
All Contracts of Training	3,860	2.2%	175,354

Source: *NCVER Australian training statistics 1997*, unpublished.

Appendix D:
People with a disability

Table One: Vocational Education and Training Participation by Reported Disability, All Ages, 1996, (Per Cent)

	VET (%)	Population (%)
People reported as having a disability	**3.5**	**18.0**
People reported as not having a disability	64.8	82.0
People with client group not reported	31.7	-
Total	100.0	100.0

Source: ANTA, *Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

Table Two: TAFE Graduates by Reported Disability, All Ages, 1996, (Per Cent)

	TAFE Graduates (%)	Population (%)
People reported as having a disability	**6.1**	**18.0**
People reported as not having a disability	91.8	82.0
Total	100.0	100.0

Source: Derived from NCVER, *TAFE graduate destination survey*, Leabrook, 1997 and ABS, *Disability, aging and carers, Australia*, Canberra, 1993.

Table Three: Vocational Education and Training Participation by Disability by Qualification Level, All Ages, 1996, (Per Cent)

	Across Levels		Within Each Level		
	Disabled	Not Disabled	Disabled	Not Disabled	Unknown
Diploma	0.2	0.5	1.5	63.3	35.2
Associate Diploma	5.5	8.9	2.7	82.9	14.3
Advanced Certificate - Post Trade	0.4	0.7	2.1	63.8	34.1
Advanced Certificate - Other	4.4	5.9	3.2	81.1	15.7
Certificate - Trade	4.0	7.3	2.3	78.6	19.1
Certificate - nec	22.3	18.7	4.5	70.0	25.5
Endorsements to Certificates	0.0	0.4	0.6	95.7	3.6
Statement of Attainment	19.5	20.1	4.0	76.7	19.3
Certificate of Competency	0.4	0.6	1.1	30.3	68.7
Certificate for Proficiency	0.0	0.0	1.0	31.0	68.0
AQF - Senior Secondary	0.6	0.5	4.7	76.3	18.9
AQF - Certificate I	5.6	4.3	5.2	73.7	21.1
AQF - Certificate II	7.2	7.8	3.7	74.4	21.9
AQF - Certificate III	8.0	10.2	3.2	73.9	23.0
AQF - Certificate IV	4.1	5.6	3.0	76.3	20.7
AQF - Diploma	3.7	5.7	2.9	81.5	15.7
AQF - Advanced Diploma	1.2	2.1	2.4	79.2	18.4
AQF - Bachelor's Degree	0.0	0.0	0.0	5.3	94.7
Other	10.0	8.2	3.4	52.3	44.3
Not Applicable	23.6	11.6	4.1	37.1	58.9
Total	100.0	100.0	3.5	64.8	31.7

Source: NCVER, *Australian vocational education and training statistics 1996*, unpublished.
Note: Across level percentages for non-disabled clients differ slightly from those for non Indigenous clients (p29). This is because disability data is based on the numbers of clients at each qualification level, while data on other equity groups is based on the numbers of enrolments at each qualification level.

Table Four: Representation in Contracts of Training by Disability as at 30 June 1997

	People with a disability	% with total	Total
Apprenticeships	1,288	1.4%	98,893
Traineeships	982	2.8%	35,380
Total	2,270	1.8%	129,273

Source: NCVER *Australian training statistics 1997* , unpublished.
Note: Victoria to not report people with a disability and hence the figure for total contracts of training have been omitted from this table.

Appendix E:
People from non-English speaking backgrounds

Table One: Representation in vocational education and training and in the Australian Population by Language Spoken at Home by State/Territory, All Ages, 1996 (Per Cent)

	VET (%)	Population (%)
People reported speaking a language other than English at home	13.1	13.9
People who reported speaking only English at home	58.5	86.1
People with client group not reported	28.4	-

Source: ANTA, *Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

Table Two: Representation in Vocational Education and Training and in the Australian Population by Country of Birth (Non-English Speaking or Otherwise) by State/Territory, All Ages, 1996 (Per Cent)

	VET (%)	Population (%)
People who reported being born in a non-English Speaking country	12.9	13.2
People who reported being born in an English speaking country*	65.1	86.8
People with client group not reported	22.0	-

* Including Australia

Source: ANTA, *Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

Table Three: Representation in Contracts of Training by Language Spoken at Home by State/Territory, All Ages, as at 30 June 1997 (Per Cent)

	Contracts of Training (%)	Population (%)
People who reported speaking a language other than English at home	4.4	13.9
People who reported speaking only English at home	55.0	86.1
People with client group not reported	40.8	-

Source: NCVER *Australian training statistics 1997*, unpublished. and ABS, *Census*, Canberra, 1996

Table Four: Representation in Contracts of Training by Country of Birth, All Ages, as at 30 June 1997 (Per Cent)

	Contracts of Training (%)	Population (%)
People who reported being born in a non-English speaking country	3.6	13.2
People who reported being born in a main English speaking country*	86.4	86.8
People with client group not reported	10.4	-

*Including Australia

Source: NCVER *Australian training statistics 1997*, unpublished. and ABS, *Census*, Canberra, 1996

Appendix F: People in Remote and Isolated Areas

Table One: Vocational Education and Training Participation Rate by Regions, All Ages, 1996, (Per Cent)

	VET (at the time of enrolment) (%)
Capital city	6.6
Other metropolitan	6.7
Rural	7.9
Remote	8.3
All Students	7.2

Source: ANTA, *Australian national report 1996, volume 3: benchmarking vocational education and training*, Brisbane, 1997

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